Module Descriptor

Title	Environmental Health Professional Practice 1		
Session	2026/27	**Status**	Published
Code	CEWM09011	**SCQF Level**	9
Credit Points	100	**ECTS (European Credit Transfer Scheme)**	50
School	**Health and Life Sciences**		
Module Co-ordinator	Ruth Horan		

Summary of Module

Gather evidence; further understand how academic/technique knowledge will integrate with practical experience of audit/ investigation, complaints, targeted interventions and national workforce strategy in all core areas of Environmental Health. Through conducting such activities students will learn advanced analytical skills and begin to refine their ability to take in large volumes of information determine the key facts and make logical decision based on evidence and legislation. Students will also gain invaluable skills in all forms of communication and will be immersed in multidisciplinary groups and multiagency working.

A Learning record will be maintained of case studies and diary sheets which will be assessed both academically for university credit and also if you wish to proceed to professional examination by REHIS.

Detailed operational matters will be agreed in advance with the Local Authority Environmental Health Training Providers.

This module will work to develop a number of key "I am UWS" Graduate Attributes to make those who

complete this module:

Culturally Aware

Ethically Minded

Emotionally Intelligent

Effective Communicator

Autonomous

Incisive

Effective Communicators

Resilient

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☒
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify) Local Authority Placement	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☒	Term 3 – Term 1	☐

Learning Outcomes	
L1	Evidence acadmic/technical knowledge and it's application to practical Environmental Health scenarios.
L2	Demonstrate and understanding of Local Government structures and relationship building.
L3	Efficent and effective use of ICT.
L4	Evidence good communication skills and professionalism.
L5	Demonstrate an ability to investigate, gather evidence and compile relevant information.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Evidence academic/technical knowledge, its application in relation to practical situations and the legal provisions required for action to be taken and relate this to the relationship between environment and human health.
Practice: Applied Knowledge and Understanding	**SCQF 9** Demonstrate a broad and integrated knowledge of local authority organisational structures and build relationships through collaborative working partnerships both within and outwith the local authority.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	**SCQF 9** Efficiently and effectively use ICT applications appropriate to the local authority to record, interrogate, analyse, interpret and present information gathered and held.
Communication, ICT and Numeracy Skills	**SCQF 9** Evidence communication skills, both written and verbal, with various stakeholders, including service users, managers, senior managers from both internal and external organisations through various means such as formal letters, e mails, meetings, presentations etc.
Autonomy, Accountability and Working with Others	**SCQF 9** Demonstrate an ability to investigate, gather evidence, compile information in relation to individual complaints/interventions/visits etc. which have an impact on human health, to make informed decisions on the best course of action, discussing this with Senior Officers before taking the appropriate action.

Prerequisites	**Module Code**	**Module Title**
	Other Before undertaking this module the student should have appropriate knowledge, understanding and experience within Environmental Health, equivalent to levels 7 and 8, and in line with Chapter 3.13	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Teaching will be predominantly work-based learning via a local authority placement.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	3
Work-based Learning	1365
Independent Study	632
n/a	
n/a	
n/a	
TOTAL	2000

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Clays Handbook for Environmental Health http://www.legislation.gov.uk/browse/scotland https://www.hse.gov.uk/ https://www.sepa.org.uk/ https://www.foodstandards.gov.scot/ https://www.rehis.com/ https://publichealthreform.scot/public-health-scotland/about-public-health-scotland/public-health-scotland- overview
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students must attend all lectures either online or in person. Students must attend the Placement.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Biology

Moderator	Ngozi Amaeze
External Examiner	M Brown
Accreditation Details	REHIS
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio (70%)
Assessment 2
Fieldwork/practical skills/assessment (20%)
Assessment 3
Conduct Assignment (10%)
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of practical work	☒	☒	☒	☒	☒	70	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☒	☒	☒	☒	☒	20	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☐	☒	☒	☒	☐	10	0

Combined total for all components	100%	0 hours

Change Control

What	When	Who
No changes		